

***Speech/Language
Models That Have
Worked***

Tier I : S/L Intervention Packet

1. Articulation Developmental Norms (with ages that individual sounds are acquired)
2. Language Development Norms (with information on language skills appropriate for each age level)
3. Sound Placement Cues
4. Intervention Strategies for the classroom for each area of communication skills
5. Progress Monitoring Sheet (for tracking intervention data)

49 Ways to Develop Language & Learning in Classrooms

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1. Make language more visible... act it out.
2. Encourage participation, e.g., yes/no, repetitions, choosing an answer, short phrases, etc.
3. Rephrase directions... make students say things different ways, "Put your finger on," becomes "Touch the."
4. Provide frequent feedback for verbalizations.
5. Accept different levels of verbal responses. Remember, participation is *key*.
6. Change your voice while talking.
7. Review vocabulary before a lesson - pre-teach. Use proactive rather than reactive instruction.
8. Repeat instructions. Check with students often. Keep directions simple and short, present at a slower rate.
10. Use frequent cueing techniques including, modeling the response first, a key word, carrier phrase, first sound, etc.
11. Ground language in a routine and act it out, practice the routines, use them as scaffolds.
12. Make frequent checks for comprehension. Don't assume anything with regard to understanding.
13. Use word webs, story organizers, vocabulary classification to build word knowledge.
14. Always elicit stored knowledge and ~~schema~~ *remember* the story about dinosaurs.
15. State when the topic is changing. Children are entrenched in routines. Avoid interruptions to their habits and thoughts.
16. Use explicit transition comments when discussing multiple ideas.
17. Teach students to listen for bits of information that signal changes in rules and routines. Agree on these ahead of time.
18. Post and review class rules, schedules, assignments, routines, etc. Use pictures symbols as well as written language.
19. Make children say the instructions in their own words.
20. Follow Ellen's teachable moment theory. Don't pass up an opportunity.
21. Remember the itsy-bitsy principle. Keep things small. You can do it. It comes naturally after a while.
22. Teach time management and organization. Use calendars, written time schedules, and other reminders.
23. Preview the topic of discussion or reading with focal questions that will be discussed later. Prime the pump.
24. Teach students to wait when there are multiple questions, wait, present choices, *use* scaffolding.
25. Take your time. All students have some special needs and require individualized instruction.
26. Examine your realistic expectations. ~~Stop teaching to the mean.~~
27. Foster a sense of competence... use mistakes as learning tools. That's why we have scrapbooks.
28. Limit the number of ideas in a sentence.
29. Review daily routines often and make the implicit ... explicit
30. Use small groups for all types of activities, problem solving, discussion, brainstorming, etc.
31. Use one child provide choices for another

Sample Classroom Interventions

SOME SAMPLE CLASSROOM INTERVENTIONS FOR LANGUAGE-BASED PROBLEMS

Area: Listening/Reading Comprehension



Problem: Student does not follow verbal directions.
Possible Intervention Strategies:
<ul style="list-style-type: none">o Teach the student skills for following verbal directions such as<ul style="list-style-type: none">A. Listen carefullyB. Write down important pointsC. Use environmental cuesD. Wait until all directions are received before beginning
<ul style="list-style-type: none">o Give directions in a variety of ways (verbal, written, demonstration, etc.)
<ul style="list-style-type: none">o Give directions that are simple and concrete
<ul style="list-style-type: none">o Chunk directions – give related directions together (<u>get your book and open it to page 57. Find number 5 and I will read it.</u>)
<ul style="list-style-type: none">o Provide alternatives for presenting verbal directions (<u>use of tape recorder, directions given by peer, summarize directions, etc.</u>)
<ul style="list-style-type: none">o Provide student with more practice on nonacademic tasks (<u>ie. Recipes, games, etc.</u>)
<ul style="list-style-type: none">o Exaggerate important words that you want the child to know (highlight, underline, repeat, etc)
<ul style="list-style-type: none">o Have student repeat direction using own terminology to ensure comprehension
<ul style="list-style-type: none">o Get child's attention prior to giving out direction
<ul style="list-style-type: none">o Give directions in steps and allow student to complete one step at a time
<ul style="list-style-type: none">o Give verbal directions prior to handing out materials OR hand out materials

Quick Artic Model

Terrebone Parish School System, Louisiana



Four Step Screening Process: Students Self-Corrected

Step 1 - Parent permission is requested to test

PK, K and 1st grade students identified as at-risk

- In-depth screening procedure is used to screen all sounds that develop up to one year above chronological age (CA)
- Those with 3 or more sound errors at or below CA are referred immediately for evaluation and therapy (Tier III)

Quick Artic Model (cont.)

- Step 2** – Two weeks later, a probe for sound in error was completed by assessing 10 spontaneous productions, 10 imitative, 10 in imitative sentences, and in storytelling for each error sound.
- Those with correct sound production below 75% move to Step 3 (Tier II).

Quick Artic Model (cont.)

Step 3 – 100 to 120 minutes of pre-referral

intervention is provided in groups of 2 to 5 students for a 2 week period

- Students are re-screened with Step 2 probes
- Those with correct sound production below 75% move to Step 4 (Tier III)

Step 4 – Intensive direct intervention is provided for 9 months or less

- Consultation is provided with staff and family

Quick Artic Model (cont.)

Findings:

- 2.5% needed immediate referral/assistance after Step 1 screening
- 15% had 1 or more errors based on CA
- 52% self-corrected during screening
- 44% self-corrected in 2 weeks or less
- 19% were lost to the study in one year

Speedy Speech

North Shore School District 112
Highland Park, Illinois



1. Students are screened for misarticulations in spontaneous and elicited speech and in oral reading
2. Students with mild misarticulations receive 5-7 minutes of intensive direct 1:1 service 5 times per week for 8 weeks (Large number of productions of target sound(s) in short period of time) (Tier I)

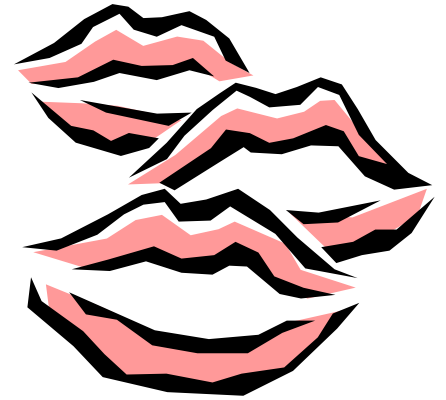
Activities are tailored to each student's level of proficiency

Speedy Speech (cont.)

- Students are provided with school and home folders for practice which parents are required to sign
- Interventions are provided in the hallway outside the classroom
- Students who do not reach individualized goals are seen for an additional 8 weeks (Tier II)
- Students who have not met goals at end of 16 weeks are referred for therapy (Tier III)

Articulation Resource Center

San Diego City Schools, CA



1. Students referred by teachers
2. Students screened by SLPs
3. Students identified with simple sound errors (not developmental, dialectal, or secondary to language deficits) are recommended for services in the Center by the principal of the school
4. Parents give permission for inclusion in the Center

Articulation Resource Center (cont.)

5. SLPs and SLP-As provide highly interactive speech improvement classes to 5-10 students. Sessions are scripted for 1 or 2 sounds for two, 30 minute sessions per week for a total of 20 hours.
6. Mass practice is standard-at least 150 productions per child per session.
7. Students are monitored each session

Articulation Resource Center (cont.)

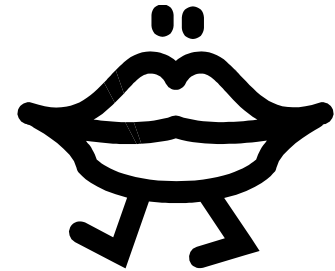
8. Students and families contract to complete a home program requiring daily practice.
9. Errors not corrected in 20 hours are referred for speech therapy.

Website:

http://csha.org/resource_center/CshaArticulationManual.pdf

Artic Lab

Pasadena ISD, TX



Who?--1st, 2nd 3rd graders (preferably around age 7-
leaves 1.5 years before the speech normalization
boundary) demonstrating difficulty with one or two
sounds.

- Probably would not meet eligibility criteria for disability in area of speech/language.
- Nonstimulable for target sounds (monitor kids who are stimulable, treatment probably not warranted.)

Artic Lab (cont.)

When?---3-4 sessions per week, 30 minutes each.

- Scheduled first and last 30 minutes of the school day.
- Can schedule before and after school, depending on transportation.

Artic Lab (cont.)

What?---Practice stations with simple games that can be played independently:

1. Child draws on white board while practicing her words.
2. Child plays with play doh while practicing his words.
SLP listens and shapes productions.
3. Child practices his words while doing gross motor activity. Index cards with motor activities written on them are used for the selection of the activity.

Artic Lab (cont.)

4. Echo mic. used to amplify the child's productions.

Assessment---

- Screening (with parent permission)
- Pre-test probe
- Treatment selection
- Post-test probe

Artic Lab (cont.)

Progress Monitoring---

- Students track # responses
- This is motivating
- Sound shaping and feedback
- Probes

How Long?---17-20 hours should remediate articulation deficits according to research

Artic Lab (cont.)

Move to Special Ed referral if---

- Multiple articulation errors/processes present.
- Oral motor issues present.
- Sounds are not remediated after the 17-20 hours of intervention.

Website: <http://www.txsha.org/convention/pdf/wright,%20cherry-slps%20role%20in%20rti.pdf>

Story Talk

San Diego School District, CA



Program facilitates development of narrative oral language skills:

1. SLP leads 30 minute session in general education classroom focusing on story telling skills.
2. Language scaffolding strategies used to teach students to ask meaningful questions to elicit more information thus enhancing oral narrative.
3. Gen. education teacher remains in classroom during lesson, continues process by having students write their stories.

Website: jltaps.com

Shared Reading

San Diego School District, CA

- Every student and teacher has access to text
- Facilitates thinking and talking about text at Tiers I, II and III
- Teacher models thinking aloud and asks guiding (rather than evaluative) questions
- Responsibility is gradually released to students
- Students must use the text to give evidence for their thinking



Shared Reading (cont.)

- Uses conversation to support child's comprehension of stories
- Educator facilitates responding through various scaffolds: comments, questions, rephrasing, summarizing, expansions, extensions and rereading
- Progress monitoring through DRA Level, work samples

Grammar

San Diego School District, CA



Tier I---staff education shared with general education staff regarding meaningful strategies (e.g., conversational recasts for pronouns, verb forms, etc.) to be used in the classroom for all students (including English learners).

Tier II---teacher and/or SLP provides frequent models for child in small group

Progress monitoring--- by mini language sample/writing samples

START-IN

El Rancho USD -Judy Montgomery & Barbara Moore-Brown

Nine week, 45 hour, evidence-based program for struggling readers

- Can be administered collaboratively by SLPs, Special Ed teachers, and Reading Specialists
- 16 tasks: to target

Phonemic Awareness

1. Read Aloud
2. Repeat Sentences and Sounds
3. Hear the Syllables



START-IN (cont.)

Phonics

4. Syllable Types
5. Word Baggies
6. Personal Word Walls

Fluency

7. Read Independently
8. Reading Sounds Like Talking

Vocabulary

9. Compound Words

START-IN (cont.)

Fluency

10. Fluency Notebooks

11. “60 in 60”

12. “Chunk” the Sentence

Text Comprehension

13. Story Grammar Marker

Fluency and Sight Vocabulary

14. 100 Sight Words

START-IN (cont.)

Text Comprehension

15. Read to Find Out

Reading and Writing for Meaning

16. Make a Little Book

Pre and Post testing

- 85% of the 63 students in first year demonstrated a year's growth in reading skills after this 9 week Tier II intervention
- 15% went into Tier III

Expanding Role of the SLP

(Ehren et al., 2006)

- Inside and outside of special education
- “Communication Specialist” rather than “Speech Teacher”
- Use of expertise with language/literacy learning
- Workload approach
- More emphasis on prevention and early intervention
- Reductions in special education referral and placement



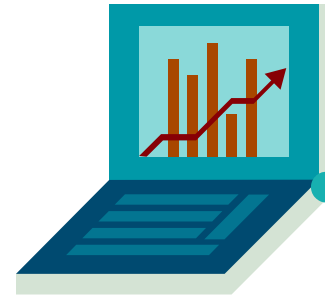
SLPs need to be open to change in:

- How students are identified for intervention.
- How interventions are selected, designed and implemented.
- How student performance is measured and evaluated.
- How evaluations are conducted.
- How decisions are made.



SLPs need to be open to professional development and training* in:

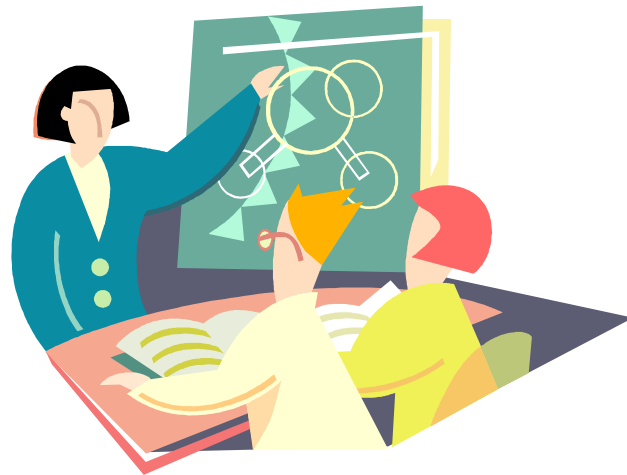
- Evidence-based intervention approaches.
- Progress monitoring methods.
- Evaluation of instructional and program outcomes.
- Contextually based assessment procedures.



*University training programs and in-service training must embrace this type of professional development.

SLPs need to be:

- Willing to adapt a more systemic approach to serving schools.
- Open to having a workload that reflects less traditional service delivery and more consultation and collaboration in general education classrooms.



SLPs need to be willing and able :

- to communicate their worth to administrators and policymakers.
- to be “front and center” resources within schools and recognized as professionals whose expertise is in language and literacy. (Ehren and Nelson, 2005)
- to educate others on the unique contributions that SLPs can make in the area of literacy and the other provisions of IDEA '04.

LITERACY IS LANGUAGE!

